DOCUMENT RESUME

ED 064 611 AC 012 705

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TITLE Youth Development Program Expansion; A Study of the Use of Paraprofessionals in Youth Program Expansion and Development from Middle Class Areas and Critical Areas of St. Louis, Missouri.
PUB DATE Oct 69
NOTE 32p.; Special Problem Report

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Action Research; Demonstration Projects; Disadvantaged Youth; Extension Education; Leadership Qualities; Leadership Training; *Nonprofessional Personnel; Program Development; Program Evaluation; *Recruitment; *Urban Extension; *Urban Youth; *Youth Programs
IDENTIFIERS Missouri; St. Louis

ABSTRACT

This informal study sought to determine the effectiveness of paraprofessionals in extension work dealing with the development and expansion of youth programs in disadvantaged areas of St. Louis. Program objectives were: (1) to reach more youth in educational programs sensitive to the life style of urban youth; (2) to develop new ways of recruiting and developing leaders; and (3) to provide opportunities for creative adaptations of program ideas and changes. This report considers the following: (1) the place of this study in action research, and some precautions concerning demonstration-study projects, (2) some questions that need to be considered in the early phase of a youth program membership expansion effort, and (3) educational, social, and, economic differences, and the criteria for evaluation of the program's effectiveness. The results of the study justify greater involvement by paraprofessionals in extension youth work in urban areas. (CL)

ED 064611

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YOUTH DEVELOPMENT PROGRAM EXPANSION

(A Study of the Use of Para-Professionals in Youth Program Expansion and Development from Middle Class Areas and Critical Areas of St. Louis, Missouri)

OCTOBER 1969

AC 012 705

Submitted by: Isabel A. Jones
for
Special Problem Report

TABLE OF CONTENTS

CHAPTER		PAGE
	PREFACE	1
	INTRODUCTION	4
I.	PURPOSE OF STUDY	5
	Place of the Study--In Action Research	6
	The Youth Development Program	10
II.	DESIGN OF STUDY	17
	Objectives	17
	Methodology	18
III.	RESULTS OF STUDY	22
IV.	CONCLUSIONS	26
	Other Conclusions	27
	Implications	27
	Evaluation	28
	BIBLIOGRAPHY	30
	APPENDIX	31

PREFACE

Extension Youth work began in the City of St. Louis in 1965. At that time one home economist was asked to devote one half of her time to the development of the youth program.

A very limited amount of research went into determining the kinds of existing youth programs and what various agencies and organizations felt the greatest needs were. State Extension Youth Specialists assisted with this research.

After this initial research was completed, it served as a basis for decision making involving resources of the City Extension Center. Steps were immediately taken to involve youth, not reached through other agencies and organizations in three approaches. These approaches being "traditionally" task-oriented programs involving parents and other volunteers as leaders; inter-organizational cooperation with other agencies for program implementation and direct contact with special interest groups.

This program approach developed for two and one half years. Then the need for increased staff and Area Extension Organizations was felt vital to the establishment of a meaningful youth program.

This program approach was continued for two and one half years. After that period of time there was evidence of a greater need to increase services to the youth and parents in the City of St. Louis. This need was met partially by employing six (6) part time para-professionals to help expand the Youth Program.

The project was to be exploratory and demonstrate the effective use of para-professionals in extension in the City of St. Louis. The study was evaluated in terms of appraisal of the objectives.

Thie paper will consider the following:

(1) The place of the study in this type of demonstration project and some precautions that are sometimes disregarded to the detriment of a demonstration--study project.

(2) The second part of the paper will state a few of the questions that any staff will need to consider in the early phase of a Youth Program Membership Expansion. These questions will range from managing people to resistance to change in finding basic problems deterrent to youth development.

(3) The third and final section of the paper will focus on educational and social and economic differences. It will also be centered on the criteria for good evaluation of the program's effectiveness.

For anyone interested in differences between leaders of persons in leadership responsibilities and non group participants or apathetic people, this paper shows some differences. The charts show significant difference between some groups and none at all between others.

I undertook to do this paper because of the obvious need for this information. The development of materials in this area is rather limited and I considered it somewhat of a challenge.

I would like to express sincere thanks to all who helped make this study possible. The para-professionals who went outside their boundaries to collect data; my secretary, Mrs. Johnnie Clair, for the corrections and typing. The leaders and friends who participated. I am particularly indebted to Dr. John Gross for his encouragement and patience and help in the summarizing and tabulation and helpful analysis of my work.

Isabel A. Jones

INTRODUCTION

Unique and interesting in its approach, this paper will be of one value to those with responsibilities in Urban Youth Development. Its analysis is understandable because it is handled with simple charts that the average reader can enjoy and profit.

The paper begins with a clearly stated purpose and continues with the development of goals to show how the overall objectives were achieved. The factual information contained here can be of use to anyone interested in the comparison of leadership skill and contrasts between leaders and non-leaders and basic needs of people.

It states approaches used and does not minimize or omit problems encountered with a project such as this.

The highlights of the study is the significant and non-significant difference between the experimental and control groups. The material is not lengthy but carefully chosen for its importance in the Youth Development work.

PURPOSE OF STUDY

Extension believes that youth from disadvantaged homes who belong to small and voluntary groups are helped to develop social skills and to acquire knowledge, change attitudes which will be of value in strengthening physical and emotional health and which will contribute to improved family living.

An informal study was begun in this connection in January, 1968. The purpose of the study was to determine the effectiveness of the use of para-professionals in Youth Development and Program Expansion.

The program objectives were (1) to reach more youth in educational programs sensitive to the life style of urban youth and contribute to the healthy and social development of these youth, (2) to develop and list new ways of recruiting and developing leaders, (3) to provide opportunities for creative adaptations of program ideas and changes.

The study has had its importance to the urban youth program. The University of Missouri Extension Division allocated funds for the employment of six para-professionals to work on this project. The home economist assigned to work on this project and the research department of the Extension Division were extremely interested in finding out if para-professionals properly oriented, trained, and supervised, could expand the program to reach and involve more youth.

A. The Place of the Study--In Action Research

Looking at today's social scene with its many complex problems, an attempt was made to analyze their impact on our Youth Organization. How might we relate to current problems? What, if any, changes were needed in programs, organizational practices and procedures in order to expand the Youth Program.

The problem of the school drop out, the delinquency question, the personal problems and behavior of youth in the metropolitan areas. An urgency was felt to use Extension's experience and skills more consciously toward helping these youth.

The self-image was a very important part of the picture. The helping relation which is traditional with Extension was twofold: One, to move with greater speed in reaching more youth and two, to prepare para-professionals for leadership roles in bringing more minority and economically and culturally deprived youth opportunities for life-enriching experiences.

Extension initially served the poor in rural areas of the county. It is still believed that it can now also be relevant to the problems of the poor. There were a number of conflicting assumptions about what should be done, how and by whom--patterning the work after the traditional 4-H Program, the use of volunteers. It was generally assumed that more volunteers were needed. There were questions as to whether or not the para-professionals should be middle class oriented or come from the critical areas. There were also questions relating to the capabilities of indigenous program assistants and leaders.

Also in this piece of action-type research, an idea that was constantly brought up was that Extension, like other social agencies, is inflexible and

tradition bound - and probably incapable of making needed adoptions to reach and serve more youth, urban youth, in critical areas.

The presumption is that youth are suffering because of the wide spread weakness and disintegration of family life. This weakness, says *Fred Deliquadri, in his book, "Helping the Family in Urban Society", is due either to the fact that many parents do not have the necessary values to support strong family life or when they do not have the necessary values themselves, the social environment makes it impossible for them to express these values in their family life.

With this presumption clearly in focus, Extension shared the value that service to youth and their families would be the first goal and must ever be improved. Program Assistants or para-professionals properly oriented do have relevance to and an interest in enriching the lives of youth. When more intensively supported than customary, these para-professionals will probably make the greatest long-range impact on community and individual improvement and change. This in itself clearly indicates the place of the study.

Changes can and will be made in programs and activities making them more sensitive to urban youth and families.

Youth will be better served and the project will produce more creativity if the design is optional and if leaders are given freedom for experimentation. The image of 4-H Youth work is that of "square" rural youngsters, if you like, will be a deterrent to expansion and recruiting youth and leaders in an urban setting. Included in other precautions that are detrimental to demonstrative

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*Deliquadri, Fred, Helping the Family in Urban Society (p. 66)

study are:

(1) Colonial Approaches - trying to do good to people rather than helping them help themselves.

(2) Limited social and economical resources to do the job.

(3) Assumptions that urban youth and families can only be reached through social protests.

Questions for this Project

The Extension Division permitted a great deal of flexibility in designing planning, executing and evaluating this project. The home economist who was in direction of the project in its entirety found that further questions to all staff members needed to be asked. These questions fell into categories of (1) training for field staff and (2) comparison of differences in this program with traditional (4-H) Youth Program.

All persons, including the para-professionals, connected with this project brought with them skills and knowledge of reaching and relating to youth. The project planned to expand our modified program approach to reach more youth. Some questions the staff answered in relation to differences were:

(1) Do you expect urban youth to be more difficult to work with and that leaders will be more difficult to recruit?

(2) Will leaders be able to maintain the interest of these youth?

(3) Do adults in our areas of concentration have time to serve as leaders?

(4) What are some of the ethnic group differences?

(5) Can we rely on research in social class and cultural difference in implementing the program?

(6) Will the project first reach the "easy joiners", and will it stop there?

(7) Will the project have more appeal to and more success with "conforming youngsters" than those who are aggressive - verbally or physically?

In addition to the resource of knowledge and skills possessed by the project participants, questions concerning the training that had to be answered were as follows:

(1) Must all of the training be formalized, classroom type?

(2) Can the training be used as a two way communicative process between leaders and para-professionals?

(3) What limitations must be observed in activity planning?

(4) How much direct help can leaders and youth expect from para-professionals, directors and outside resource?

(5) How much time will a staff member spend in the field?

These questions could not all be answered at the same time, but having them brought out in the open to begin with made the project more feasible.

B. The Youth Development Program

1. Staff Selection

> The ability to function well in a project like this demands the right staff. Selecting a staff for this project meant choosing people who were flexible. (Staff members must be willing to change too.) They had to be bold, imaginative, creative, and willing to experiment. They were selected on the basis of being able to change approaches.

The educational range was from high school training to college graduate level. If a para-professional had a real conviction about the worth and dignity of all people and he could communicate that feeling to the leaders and youth, he proved to be effective in his work.

The para-professionals needed special skills, but previous skills with traditional club or organizational experience proved to be of little value. The staff member had to possess an interest in pursuing knowledge of group structure, group process, dynamics and educational methods.

Other qualifications which helped the staff member relate more effectively to youth and leaders are:

(1) Having warmth; empathy, sensitivity for people.

(2) Being uncritical and supportive in regards to urban youth and families in the critical areas.

(3) Being enthusiastically patient with leaders and youth.

(4) Talking with, not down to, group members.

(5) Being able to plan a structural program which is flexible to each situation when there is a need.

(6) Evaluating (being able to) and setting limits for groups.

(7) Knowledge of what is in the community (or where to find

out what is in the community) Hamburger houses, clinics, churches, shopping areas, parks, and etc.

a. Housing

b. Schools

c. Income Levels

d. Density of population
i.e. Jeff-Vander-Lou
(an inner-city establishment;
boundary lines:
east - Jefferson Avenue
west - Sarah Avenue
north - Natural Bridge Avenue
south - Olive Boulevard

(8) Understanding media of communication other than language such as affect, gesture and feeling.

(9) Guarding against dependency of leaders and youth and self.

2. Recruiting leaders

In keeping with the objectives of the project, the para-professionals spent much of their time identifying and recruiting leaders to assist and eventually take the lead in the youth program The group approach was utilized. In the framework of a highly competitive society, the group work method consciously included provisions for positive experience in cooperating with others. Youth were encouraged to participate in decision making. Para-professionals were trained to identify prospective leaders with obvious qualities of leadership.

*Gisela Konopka in her book, "Social Group Work", states that social group work is a method of rendering service to persons through providing experience in groups. Development of the person toward his potential improvement of relationship and social functioning, competencies, and social action are recognized as purposes of social group work. The worker functions within a framework of ethical and social values.

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*Konopka, Gisela, Social Group Work: A Helping Process (p. 80)

Training para-professionals for recruitment of leaders was made to be as realistic as possible. Instead of lecture type approach to the subject, a practical demonstration was experienced from time to time by staff and director. For instance, staff members were asked to teach certain classes in art and home economics and draw leaders from the various classes.

They were first made aware that it was really important to know the area in which they were assigned. They roamed the areas, became acquainted with its geography, its alleys and byways and highways, and, of course, its people.

Although some of the para-professionals lived in the critical areas, they were not considered authorities on the problems and conditions in that area. In addition to getting them to understand the self-image of these youth and families, the project was concerned with the following assumptions as listed:

(1) All minority groups are not necessarily disadvantaged in the same way.

(2) There are groups outside the minority with identity and other anti-social problems.

(3) A person can be disadvantaged regardless of his social and economic background. Low income housing does not always mean culturally or educationally disadvantaged.

(4) Many more disadvantaged people live in low income neighborhoods than anywhere else because poor education follows from economic disadvantage.

(5) Low income areas have few and poor public and private services.

(6) People living in disadvantaged conditions don't always take advantage of the services that are available.

They must be made to feel wanted. Sometimes taken by the hand and lead to various services.

Talks at meetings, such as P.T.A. and church groups, were not considered the most effective in getting leaders. As was previously mentioned, staff members sometimes taught classes and drew leaders from their class. Other helpful recruitment encounters took place at

(1) Laundry centers

(2) Local Post Offices

(3) Libraries

(4) Waiting rooms at health centers

(5) Through friends

(6) Health, Clothing Construction, Art, Adult Basic Education and Nutrition Education classes

(7) Senior Citizens groups

(8) Professional women's groups

(9) Policemen and Patrol Officers

(10) College and University students

The staff members were encouraged to be patient in the recruitment. When it became apparent that <u>they</u> <u>really</u> cared about their people, leader recruitment was much easier.

3. Training Methods

Training methods were divided into two catagories. One for para-professionals and one for recruited leaders. The para-professionals were given training prior to being assigned to their areas and periodically as they progressed through their work. Psychological and sociological approaches were

utilized in helping them understand the problem of getting through to people.

Techniques such as role playing, active listening, total group meetings, demonstrations and visits were much used in training. Panel participation and problem solving were also used to a good advantage.

The training of leaders was mostly the responsibility of the project director. The staff identified and recruited leaders. Each staff member played a role in the leadership development through identification and other duties easily performed by staff member.

No special "how to do it skills" were taught to the leaders. Since these leaders were to be responsible for managing youth groups, along with the staff, they also needed help in relating to and working with youth and other adults. The training schedule varied from area to area because some needs were different than others.

An important key was to start training only when the participants had concerns about what jobs they had to do. Many of the same approaches used in training the staff were employed here. Lectures were kept to a minimum. The training sessions were <u>not</u> called training meetings. They were called by names more in tune with the language or mood of the country at the time. Examples would be, "Operation Leadership Development", or "Leaders Do Their Own Thing".

Area leaders were helped to see how important it was to locate a facility that was not threatening. Many youth and adults resent meetings being held in schools and homes. Meeting facilities need to be familiar and the people made to feel welcome.

Leaders were also helped to see the importance of the personal follow-up they will need to make in their work. Information and suggestions on different seating arrangements other than school were given.

Other helpful ideas used in training included:

(1) Recognition of members.

(2) Deletion of titles of trainers unless pressed by group.

(3) Pre-alert meetings.

(4) Flexibility in teaching aids.

(a) Cautiousness in the use of film (not relevant to training)
Cautiousness in the use of recordings

(5) Give credit - including mass media.

(6) Use of games.

(7) Good use of music.

The leaders were provided information that would enable them, along with the staff, to program activities for the youth and adults in their area. In many areas the projects, including "how to's" served to develop social skills including growth, self-confidence and independence; increased ability to share, to help others to make friends, join in new experiences, learning of new skills, making use of opportunities for self-expression, growth in using acceptable ways to express hostility, frustration, or tension, and increased participation in many activities.

The para-professional and leaders were each participants in seminars designed to help them connect people with service opportunities. Realizing that people learn best from situations of strong interest to them at the moment, the training was kept flexible too as to utilize this point.

As the project developed, the director was able to see herself as helping others become trainers. Others, including staff and leaders, must participate in the training process because people learn through every step in a new relationship.

4. Problems

Extension has for a long time come face to face in situations where people (including its own) worked against working together or a meeting of the mind. Some problems faced in this project were:

(1) Resistance to change

(2) The desire of people to think one's thoughts rather than listen

(3) Wishful hearing

(4) Unwarranted assumptions

(5) Habitual secretiveness

Attempts were made using special techniques to enable staff and leaders to contribute toward understanding others and having others understand them.

Design of Study

This study explored the use of para-professionals in youth membership expansion program. Specific objectives were:

(1) To reach more youth in educational programs sensitive to the life style of urban youth and contribute to the healthy and social development of these youth.

(2) To develop and list new ways of recruiting and developing leaders.

(3) To provide opportunities for creative adaptations of program ideas and changes.

Chapter II Design of Study

A. Preliminary study was conducted to clarify the design of the study. After this was made, self study through reading, conferences and visits with the Extension Studies Specialists, the design was altered where necessary and made ready.

As was noted in the previous chapter, the purpose of this study was to determine the effectiveness of para-professionals in expanding the program to a larger segment of the population in St. Louis, Missouri.

A. The objectives were to

1. Reach more young people.
2. Be more sensitive to the life style of urban youth.
3. Contribute to the healthy and social development of young people in the urban community.
4. Develop and list new ways of recruiting and developing leaders.
5. Provide opportunity for changes in programming, training and teaching methods.
6. Encourage adaptation of changes in keeping with project goals.
7. Evaluate program in terms of instructional training and/or program objectives.
8. The teaching plans were geared so that club leaders and youth would be able to:

   a. plan and help carry on a youth program sensitive to urban youth.
   b. organize a club, a new one if necessary.
   c. proceed with the organization.
   d. select appropriate projects for continued growth after existing club work is finished.

e. conduct a meeting.
f. serve on a committee
g. identify social responsibilities and duties of good citizens.
h. increase enrollment (reach more youth)
i. understand purpose of the projects, and develop abilities to execute them effectively in subject matter areas (such as clothing, photography, automotives, junior leadership, etc.).
j. develop greater abilities for better self-expression through group work, demonstrations and other events.
k. identify personal problems and clarify realistic ways of coping with these problems.
l. learn about their environment, and to develop ways to use available resources.

B. Methodology

Data was secured from comparable groups of youth and adults. The supervision of data collection was administered by Home Economists of the St. Louis City University of Missouri Extension Center.

The groups were divided as follows: Experimental and control. The groups were further divided into youth and adult. The experimental being the one already involved in the Extension Program (4-H and otherwise); and the control, non joiners (or without our knowledge belonged to any organized group).

In order to get information needed, personal interviews were made. These interviews were made by para-professionals (after a series of training sessions). These interviews were made in the homes, schools, laundrymats, restaurants and other meeting places. Para-professionals were not assigned to work in their own geographical area of assignment.

1. Selection of sample

Demographic data and other reports played a big role in making up the sampling study, and conducting the research.

All of the youth (30) were between the ages of 12 and 18.

Half of these lived in the Westend and Northern section of the City. The other half lived on the far South side.

There was no attempt to record age and occupation of adults. Half of the youth as control, as well as the adults, lived in areas where little opportunity was found for leadership development and involvement through organized club work. The other half or experimental group was active in school, community and public affairs. All groups were about equally mixed ethnically.

The four groups below is a more easily understood division of the groups involved in the research:

1. 15 Youth in any organized club including 4-H - Experimental
2. 15 Youth <u>not</u> in any organized club - Control
3. 15 Adult leaders - Experimental
4. 15 Adults - not serving in or believed to have had any involvement or leadership experience - Control

2. Instrument Used

The test was made up of two parts. The first was to measure inter-personal values and the second part, to describe attitudes and characteristics of people.

The first instrument required that each participant mark one statement as representing what was <u>most</u> important to him. One statement as representing what was least important to him; and leave one statement unmarked.

The second instrument required that the participant score the statement with a 3, 2, 1, or 0. If they were in complete agreement,

a score of 3; if they generally agreed, a score of 2; if they only partially agreed, a score of 1; if they completely disagreed, a score of 0. If several statements meant the same they were given the same number.

Sample of the instrument is included in Appendix.

3. Survey of Interpersonal Values - (What it Measures)

The Survey of Interpersonal values attempts to provide measures within one segment of the value domain. In personality assessment, an individual may be described by what he characteristically does in particular situations, that is, in terms of the traits that typify his behavior.

A person's values may determine to a large degree what he does or how he will perform according to the author of the Survey, Dr. Leonard V. Gordon. Dr. Gordon, who is also author of several widely used measuring devices and numerous articles in technical and trade journals says, that <u>if we know what an individual considers to be important, we know what his values are</u>.

The six values measured are: Support (S); Conformity (C); Recognition (R); Interdependence (I); Benevolence ($_B$); and Leadership (L).

The scales were interpreted in accordance with the suggestions in the manual. Scales were defined by what high scoring individuals value. There were no separate descriptions for low scoring individuals. Low scoring individuals did not value what was defined by that particular scale.

The scales are defined as follows:

S - Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

C - Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

R - Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

I - Interdependence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

B - Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

L - Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power. *

The combined test was rather brief. They were self-administered, There was no time limit. It averaged from 30 to 45 minutes. In the SIV section, every item is keyed on its appropriate scale; no item is keyed on more than one scale. The force-choice format is employed in the SIV. This method has been found to be moderately susceptible to faking in the measurement of personality traits.

The scoring of the SIV was keyed on the appropriate scales. If it had been marked "most", it received a weight of 2; if unmarked, a weight of 1; and if marked "least", a weight of 0. A scoring stencil was available to automatically provide these weights.

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*SRA - Science Research Association, Inc.

Chapter III Results of Study

The findings were extremely important to the study because they would determine whether or not para-professionals properly oriented, trained and supervised could do extension work effectively with youth and adults from all levels of living in social group work.

Great depths of procedures were used to determine differences of distribution scores. The scores given in this study are all group scores.

There were differences among the groups. In some areas they were very little and in other areas the differences were very significant. Taking a look at the Youth Schedule, the following findings were noted. Experimental group and control group scored similarly in:

(1) What an ideal man should be

(2) The meaning of world progress

(3) People who have done most for the world

(4) What their interests in life are

The experimental group felt that going to school was more important than the other group. This group also read more newspapers, magazines and books. The groups varied in the type of activities they enjoyed the most.

The youth not in program had a greater status need. The affiliation was obviously less. There was a greater degree of hostility and aggression.

Youth Schedule

Tests For	In Program	Not In Program	T Test	Significance
Aggression	11.3	10.0	1.47	NS
Hostility	12.5	11.3	1.22	NS
Dependability	16.1	13.6	2.74	.05
Affiliation	14.1	12.1	1.62	NS
Status need	10.9	9.3	1.51	NS

Survey of Inter-personal Values (SIV)

This survey attempted to provide measures within one segment of the value domain. It is designed to measure certain critical values involving the individual's relationships to other people or their relationships to him. These values are important to the individual's personal, social, marital and occupational adjustments. The six values measured--support, conformity, recognition, independence, benevolence and leadership.

The scales are interpreted in terms of the items contained in them as determined by factor analysis.

Youth Schedule

Inter-personal Values	In Program	Not In Program(s)	T Test	Significance
Support	16.3	16.4	.964	NS
Conformity	16.9	17.2	.197	NS
Recognition	10.7	14.7	2.074	NS
Independence	12.1	14.8	1.71	NS
Benevolence	21.9	18.5	2.52	.05
Leadership	12.0	8.1	2.49	.05

Adult Schedule

Tests For	In Program (s)	Not In Program (s)	T Test	Significance
Aggression	10.3	9.1	1.73	NS
Hostility	10.4	10.8	.426	NS
Dependability	11.3	11.9	.739	NS
Affiliation	10.4	8.8	1.746	NS
Status	8.3	4.5	**3.17	.01

Adult Schedule

Inter-personal Values	In Program	Not In Program	T Test	Significance
Support	15.8	15.9	.061	NS
Conformity	18.6	18.9	.159	NS
Recognition	9.6	11.1	.777	NS
Independence	13.9	15.9	.835	NS
Benevolence	16.3	18.9	1.13	NS
Leadership	14.8	7.8	**3.53	.01

Education and leadership came closer to being significant in the study than any other factors. Inside the metropolis, selective residential patterns of living tended to create situations which made these differences obvious. Social class lines were hardened. Educational opportunities and experiences are limited.

Most of the potentialities of people are never realized. Especially in disadvantaged people do we see concrete examples of this behavior. The

continued education throuth training meetings, contacts, exposures to opportunities and experiences broadens the gap for persons involved in extension youth programs. The more people invólved in the program, the more will develop educational and leadership skills. Para-professionals hold the key to this greater involvement and greater human achievement.

The study discovered many proper balances between uniform factors and individual morphogenic factors in personalities. A majority of the values tested showed a great uniformity among the four groups. Education and Leadership skills account for the uniqueness in the two values that showed greater significance.

This Extension Program, with emphasis upon inner organization of motives, traits, and personal style of urban families, will do much for helping create a society of responsible and significant individuals.

Characteristics of the experimental group indicated that through participation in Extension programs they had practical dimensions to education. They could relate book learning to the practical side of living. Since the program is directed toward helping leaders and youth relate effectively as citizens in a democratic society, it is believed that the local extension youth program, utilizing para-professionals, did make its greatest contribution.

Chapter IV Conclusions

The great historic role of Extension should not be limited to rural people, research, and college students. Important as these are, it should be developing many more urban people to the point where they can be creative and useful citizens. There are thousands of these people living in St. Louis (and other cities). Extension has the ability to integrate large numbers of these youth and families into the life of the community through the use of para-professionals.

The problems of many youth in the urban areas are basically moral in nature. The crises created by urban youth cannot be handled by saying to them, "read this literature or go join a 4-H Club or the Boy Scouts". This is not a good approach. The solution will depend upon whether we have sufficient commitments to our youth and families of today.

Extension cannot be complacent in a society that has a very limited place for its urban youth. Extension, at this point, is facing a great confrontation. The skills to work with the changing neighborhoods, the inner city, the problem youth, and the capacity to integrate these youth into overall programs, are leadership dimensions best achieved through the use of very well qualified para-professionals.

The Extension Youth Department has a structure which takes on the same features of a bureaucracy. More individuals who play key roles in urban youth programs are to be removed to the urban areas. Decisions are often made which escapes urban youth. The value orientation of many staff members in decision making positions are too different from the youth programs they plan to direct. The point of resistence to change here may point up the need for adaptation to the idea.

The study pinpointed some differences between two groups of youth; but, these differences were cultural rather than biological. Since the differences were cultural, they are learned and are capable of changing.

The basic problems relating to effective youth development have been found. They need to be corrected not the fringe symptoms.

Implications

This study clearly indicated some differences between the experimental and the control group. The fact that the extension youth program had involved half of the youth and leaders and that they possessed greater skills in leadership and education was significant. It was significant in the sense that it substantiates or justifies greater involvement of extension youth work in urban areas through the use of para-professionals.

Para-professionals were effectively used in Youth Development Program Expansion in St. Louis.

1. Para-professionals reached twenty-three hundred youth and involved them and their families in educational programs and activities. This resulted from proper education for this type urban youth work.
2. Leaders recruited by para-professionals were adequately trained. This training took place when leaders understood what jobs they were to perform. When this happened, the attrition rate dropped.

The para-professionals contributed to increased educational opportunities and leadership development by providing creative adaptations of program ideas and changes.

In order for maximum results in a program of this type, the following is suggested:

3. Training methods should fit the situation. In-depth training needs to be planned carefully to receive feed back.
4. Ample training should be geared to help leaders and youth with effective urban living.
5. Leaders should be constantly reinforced in their efforts by the para-professional staff.
6. New methods of recruiting leaders should be employed. Example: Staff teaching various classes to recruit leaders. (Leaders are available if someone had the skills, the time and the know how to find them and work along with them for an extended period of time.)
7. Unwarranted assumptions regarding people should be handled in such a way as to not impede progress of youth development program.
8. Project director's roles should be that of training and educating staff and leaders to be trainers and educators.

The utilization of this project has given substantial evidence that urban youth can be helped within group settings to improve their capacity for social functioning and better living.

Evaluation

Evaluation in a research project such as this one is not the easiest to carry out. All parts of the project including hiring para-professionals and activities have contributed in some way. Variables chosen and the measurements used proved that the project was very successful.

Measurable objectives were set up and results at end of progress indicated that aims were met. Service to youth in the urban areas of St. Louis as a result of this project was changed. Numbers also indicated some degree of change.

Limitations: Evaluation

Evaluation did not take into account whether and to what extent the goals of the demonstration did involve change. It did not specify by what methods and efforts and part of para-professionals and leaders all changes were to take place.

There was no criteria set up to measure failures. This distinction should be made in recommending this project to others.

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JUL 25 1972

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